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# LIGHT HORSE

## UNIT II



### LEADER'S GUIDE

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This manual was written for use by 4-H horse club members and leaders.

Alberta Agriculture  
4-H Branch

Written by Adrienne L. Kisko

4-H MOTTO

Learn to do by doing.

4-H PLEDGE

I pledge  
My HEAD to clearer thinking,  
My HEART to greater loyalty,  
My HANDS to larger service,  
My HEALTH to better living,  
For my club, my community and my country

4-H GRACE

(Tune of Auld Lang Syne)

We thank thee, Lord, for blessings great  
On this, our own fair land.  
Teach us to serve thee joyfully,  
With head, heart, health and hand.

If any portion of this manual is used for another  
publication, credit must be given to 4-H Branch  
Alberta Agriculture.








# 4-H LIGHT HORSE UNIT II LEADER'S GUIDE

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# 4-H LIGHT HORSE UNIT II

## LEADER'S GUIDE

This material has been designed to help the leader conduct effective meetings and group activities. As a leader you will help the members achieve their objectives.

### GENERAL OBJECTIVES

1. To provide an opportunity for young people to develop mentally, emotionally, and socially through association with others.
2. To develop in young people responsibility, initiative, cooperation, and other characteristics which promote better citizenship.
3. To provide an opportunity for young people and adults to associate with one another in a meaningful way.
4. To foster and promote the ability to express one's thoughts and feelings.
5. To gain a deeper appreciation and increased knowledge of light horse.
6. To foster a greater interest in further education and its benefits.
7. To expose young people to real life and challenging experiences so that they will be more adequately prepared to face adulthood.
8. To develop abilities in leadership and decision-making and to build one's self-confidence.

### LIGHT HORSE PROJECT OBJECTIVES

1. To develop pride and responsibility associated with owning animals.
2. To develop an understanding of horse management practices and horse handling skills.
3. To select and care for a Western saddle.
4. To understand how bits and hackamores work on the pressure points of the horse's head.
5. To identify common types of bits used.
6. To identify horse tack and equipment.
7. To identify the parts and functions of the digestive tract of the horse.



8. To use knowledge of horse nutrition to improve the way members feed their horses.
9. For members to care for the feet of their horses.
10. To judge the conformation of the horse.
11. To judge a class of horses shown at halter.
12. To identify common types of lameness in the horse.
13. To improve the level of training of member horses.

#### LIGHT HORSE LEVEL II

- a. This project is designed for members who have completed Level I of the 4-H Program or have passed the Level I Test with a score over 80%.
- b. The objective of this unit is to introduce members to more advanced knowledge and skills in horse husbandry.

#### INTRODUCTION

The purpose of this unit is to aid and guide the leader in teaching the material in Level II. To be effective you should read the lesson material in the member manual and the corresponding information in the Leader Guide. In many cases extra material is supplied in your manual to help you answer questions members may ask.

The materials supplied may be used as they are, or as a supplement to resources you have available. Feel free to make changes that suit the needs of you and your members. As there is more material supplied than you may be able to cover in your meetings in a year, and the length of time required for the practical skills, two years is suggested for Level II.

Do plan ahead with your club executive on what you want to cover at meetings. If you are planning on using some of the audio visual materials available, make arrangements with your Regional Specialist as soon as possible. Because of the demand for these materials, most are not available on short notice.

Read ahead in the member manual, it may prepare you for questions that are off of the topic and gather materials or information that may be used to make your meeting more interesting.

The sections on riding in all of the manuals can lead to related winter projects. Many useful pieces of equipment are included. This can reduce costs for members when equipment is needed. Choose projects that suit your member's interests, needs, and abilities. Difficulty is affected by the size of the finished project, the stiffness of the materials, number of pieces, and the type of equipment needed for construction.



Guest speakers are an excellent source of knowledge. Make arrangements in advance. Call the person a day or two before the meeting as a reminder and finalize arrangements. Let the person know the specific subject you are interested in. At the meeting the guest should be treated courteously. Members should ask suitable questions on the subject. These should be prepared before the meeting. A member should officially thank the speaker after the presentation. A thank-you letter from your club secretary mailed soon after the presentation is a good policy.

It is an accepted practice that members have a horse when they join 4-H. As a leader you will help the members learn to fully enjoy horse ownership. This includes increasing the knowledge the member has about the horse, horsemanship and riding. Do not make judgements on the quality of project horse the member has. If the rider does have problems, help them to the best of your ability. Often in time the member will decide that they need a new project horse. Information on buying horses is available in Level III if a member decides they need a new project horse. Make this information available to them.

All aspects of instruction in horsemanship are important. Correct techniques in handling and riding increases the success level of the member. For most horse handling, technique is more important than strength. Level II stresses improving the responsiveness of the horse through retraining.

It is of value for your club to come together and ride as often as possible. Even small practices where less than six members take part can strength group unity. Remember group rides do not have to be practices. Trail rides that include club members and their families increase participation by everyone.

#### TEACHING SUGGESTIONS

To be a good 4-H leader, you must be interested and enthusiastic about the subject you are teaching. It is helpful if you know more about that subject than what is to be covered.

Holding the attention of members is often a problem. Many members see 4-H meetings as a place to socialize. This is true, but at the same time learning must take place. To get the attention and interest of members, use a wide variety of presentation methods. Several are listed in each topic section under "activities". These may be used in place of, or in addition to, a classroom type of lesson.

The format under each subject should be helpful. Read the objectives. These tell you what the member is expected to learn or be able to perform at the end of the lesson. They can help you direct members through the learning situation.

"Main points" is a section that outlines the important ideas in short form. In some cases you have been supplied with more information than members are given. Material is presented in a simple form to make it easier for you to explain it to the members (if necessary).

The quality of your meetings will improve as you gain experience. Questions that you may ask members on each topic are included. You can use any of these you want to start a discussion. Many of these questions will come from the members as the discussion continues. This is the ideal situation, but it is not always possible.

Members have worksheets for each subject. This is their record of the information that is covered. The questions are pulled directly from their manual. Encourage neat accurate work. Answers are provided in each section of the leader manual.

Evaluation is always difficult. It allows you to judge how much each member has accomplished with your help. The system designed is flexible. Space is provided for you to give points on your club program. It does not limit what you do. Your sample will give possible points members may earn for different activities.

#### SOME PRINCIPLES OF GOOD INSTRUCTION

1. Know what you are trying to accomplish in each lesson.
2. Be as simple, clear and definite as you can. Avoid talking too much.
3. Prepare your lesson ahead of time.
4. Use correct terms.
5. Be fair and firm with all members.
6. Work patiently and quietly with members that are nervous.
7. Do not be sarcastic, or verbally abuse any member, even if a major problem occurs. Deal with the person away from the main group where you are not overheard by other members.
8. Keep up interest by varying the presentation and involving all of the members.
9. Encourage them with praise when it is deserved, especially with less confident members. Do not play favorites.
10. Set a good example.
11. A good lesson should have an; introduction - 5 minutes; body - 45 minutes; conclusion - 10 minutes.

#### METHODS OF INSTRUCTION

Demonstration - For many subjects in horsemanship this is the best teaching method. To make it an effective experience;

1. Prepare ahead of time. Make sure you have everything you will need.



2. Tell the members what you will be showing them before you do it.
3. Give the demonstration so that all of the members can see what you are doing. Face them as you speak so that your words can be heard.
4. Outline the steps or important points as you give the demonstration.
5. Do not rush through the demonstration.
6. Answer questions the members may ask.
7. Review the main points of the demonstration with the members.
8. If it is appropriate, have the members perform the skill (not always possible or practical).

Lecture - Use this as little as possible. It may be more difficult for you and is boring for members.

Reading - Have members read the subject material before the meeting. Tell them the subject at the previous meeting.

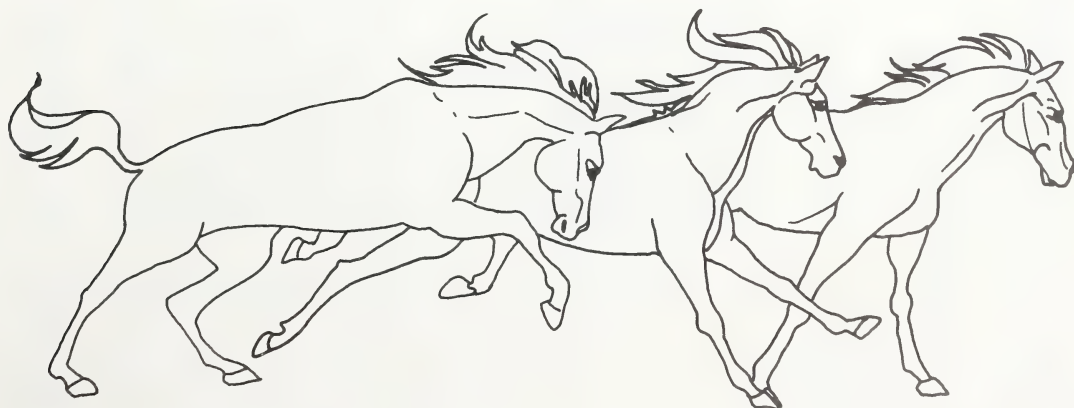
Discussion - Ask questions about the subject. This can help members understand the importance of the subject. In a good discussion it can continue without the leader after it is in progress.

Games - Games are often ignored as a teaching tool. They are useful for recognition of objects.

Prepared Talks - These are given by the members. Using any materials they prepare a one to five minute talk. As a leader you can make up a list of topics, or the member can decide on their own topic.

Hands-on - "Learning to do by Doing". This is important when working with horses. Because skills are affected by the horse, practice is important.

Demonstration - Describe and explain how a "hand-on" type of skill is done so that members can learn the skill. (see previous page).



# PROPOSED MEETING SCHEDULE

The following order for meetings may be used, change it to suit your needs. Not all of the methods or materials are necessary for your meetings.

YEAR I

Meeting No.	Objectives	Method	Member Responsibility	Evaluation
1	<ol style="list-style-type: none"> <li>1. To collect information for the 4-H Club Registration Form.</li> <li>2. To elect the club executive and select leaders (if this has not been done yet).</li> <li>3. To determine the interests and experience of club members.</li> </ol> <p>(Time: 1 hr)</p>	<ol style="list-style-type: none"> <li>1. Pass around a sheet or page to collect information. Columns titled; name, address, phone number, birthdate, # of years in 4-H.</li> <li>2. Election of club executive and leader by secret ballot.</li> <li>3. Use of Horse and Rider Evaluation Sheet to learn some member interests.</li> <li>4. Discussion of member interests and expectations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Supply information needed by the 4-H Office.</li> <li>2. Take part in the election of the executive and leaders.</li> <li>3. Fill in the Horse and Rider Evaluation Sheet.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance Horse and Rider Evaluation</li> </ol>
2	<ol style="list-style-type: none"> <li>1. To review Parliamentary Procedures</li> <li>2. To review safety around horses.</li> <li>3. To review "Parts of the Horse".</li> </ol> <p>(Time: 30-60 minutes)</p>	<ol style="list-style-type: none"> <li>1. Use the "Parliamentary Procedures" pamphlet and review motions, voting procedures.</li> <li>2. Read through the safety guidelines with the group.</li> <li>3. Slides: <u>Horse Safety; Catching, Leading, Grooming and/or Saddling, Bridling, Riding Western.</u></li> <li>4. Use the Crossword Puzzle.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in the activities.</li> <li>2. Watch the slides.</li> <li>3. Do the crossword puzzle.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Crossword Puzzle "Parts of the Horse"</li> </ol>



Meeting No.	Objectives	Method	Member Responsibility	Evaluation
3	<ol style="list-style-type: none"> <li>1. To learn the parts of the digestive tract of the horse.</li> <li>2. To identify the functions of the parts of the digestive tract.</li> <li>3. Select a winter project.</li> </ol> <p>(Time: 45 minutes)</p>	<ol style="list-style-type: none"> <li>1. Use the book, <u>4-H Horse Nutrition</u> or the <u>Nutrition Book from Alberta Agriculture</u></li> <li>2. Have members look at the teeth of their horse at home.</li> <li>3. Bring a horse skull with the teeth if one is available.</li> <li>4. Have the members complete the worksheet.</li> <li>5. Discussion.</li> <li>6. Assign reading for the next meeting.</li> <li>7. Discuss winter projects.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in the activities.</li> <li>2. Do the worksheet</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance.</li> <li>2. Worksheet.</li> </ol>
4	<ol style="list-style-type: none"> <li>1. To identify the main parts of the Western saddle.</li> <li>2. To choose a saddle that fits the horse and rider.</li> <li>3. To clean a saddle.</li> <li>4. Work on a winter project.</li> </ol> <p>(Time: 30-120 minutes)</p>	<ol style="list-style-type: none"> <li>1. Bring a saddle. Have the members try to identify the parts.</li> <li>2. Discuss how you can tell that a saddle fits the horse.</li> <li>3. Discuss and use the member manual to help members decide on the size of saddle they need.</li> <li>4. Demonstrate how to clean a saddle.</li> <li>5. Have members bring a saddle to clean, as well as cleaning equipment.</li> <li>6. Let members work on winter projects.</li> <li>7. Slides "<u>Saddle Selection</u>".</li> </ol>	<ol style="list-style-type: none"> <li>1. Take part in the discussion.</li> <li>2. Do member worksheet.</li> <li>3. Begin to clean a saddle.</li> <li>4. Work on a winter project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance.</li> <li>2. Worksheet.</li> <li>3. Cleaning a saddle.</li> <li>4. Winter project.</li> </ol>

Meeting No.	Objectives	Method	Member Responsibility	Evaluation
5	<ol style="list-style-type: none"> <li>1. To identify common types of bits used.</li> <li>2. To compare the way different bits work.</li> </ol> <p>(Time: 45-120 minutes)</p>	<ol style="list-style-type: none"> <li>1. Bit identification game.</li> <li>2. Bring bits for discussion or display.</li> <li>3. Have the members try at least two different types of bits (a snaffle and a curb) with different mouth-pieces.</li> <li>4. Demonstrate             <ul style="list-style-type: none"> <li>- over the bit</li> <li>- above the bit</li> <li>- behind the bit</li> <li>- on the bit</li> </ul>             (Not all of these are possible on one horse)           </li> <li>5. Start winter projects.</li> <li>6. Slides "<u>Bits and Biting</u>"</li> <li>7. Assign reading for the next meeting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Take part in the activities.</li> <li>2. Do worksheet on bits.</li> <li>3. Try different bits on their horses.</li> <li>4. Select a bit that works well on their horse.</li> <li>5. Start a winter project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Worksheet</li> <li>3. Winter project</li> </ol>
6	<ol style="list-style-type: none"> <li>1. To identify parts of the bosal.</li> <li>2. To understand how the bosal works on the pressure points of the head.</li> <li>3. To adjust a bosal.</li> <li>4. To tie a mecate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Bring a hackamore</li> <li>2. Demonstrate how a horse works with a bosal.</li> <li>3. Demonstrate how to tie a bosal (see "Winter Project Book")</li> <li>4. Slides: "<u>Pre-Bit Hackamore Training</u>".</li> <li>5. Assign reading for the next meeting.</li> <li>6. Work on winter project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Take part in activities.</li> <li>2. Do member worksheet</li> <li>3. Tie a mecate.</li> <li>4. Work on winter project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Worksheet</li> <li>3. Tie Mecate</li> <li>4. Winter project</li> </ol>

7 & 8	1. To judge a class of horses on conformation.	1. Go over the information on judging. 2. Go look at horses to find strong points and weak points. 3. Practice judging using any object (eg. brooms, chairs). 4. Film <u>Visual Defects</u> Related to <u>Unsoundness</u> or <u>Horse Judging</u> .	1. To participate in club activities, judging clinics, etc. 2. Judge a class of horses at an Achievement Day.	1. Attendance. 2. Judging practices. 3. Achievement Day participation and placing. 4. Worksheet.
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# PROPOSED SCHEDULE FOR PUBLIC SPEAKING TRAINING

This is intended to increase the practice all members have in Public Speaking. The activities are to continue through the club year.

Meeting No.	Objectives	Method	Member Responsibility	Evaluation
All Meetings	1. To increase the confidence of members when speaking in public.	1. At each club meeting a short (less than 5 minute) talk or demonstration can be given by a club member. 2. Have members pick, or assign, the meeting the presentation will be given at. 3. Keep a list of possible topics. Members can come up with these.	1. Choose a topic related to horses. 2. Find information in books and magazines. 3. Write a short talk and practice it at home. 4. Write short notes to follow during talk.	1. Giving the presentation.
December	1. To help members choose a topic for a speech.  (15 minutes)	1. Work with the members and come up with topics. Break general subject headings down into specific headings. 2. Make up a list of resource materials that are available to club members.	1. To contribute ideas. 2. To decide on a topic by the next meeting. The speech will be used for the Club Speakoffs.	1. Attendance.

Meeting No.	Objectives	Method	Member Responsibility	Evaluation
January	1. To select a topic for the Public Speaking Competition. 2. To develop an outline for the speech. 3. To give time limits for speeches. (20 minutes)	1. Discuss what should be included in an Introduction, Body, and Conclusion of a speech. 2. Help members work on an outline for their speech.	1. To write an outline for their speech. 2. To collect reference material at home and write the speech.	1. Completing the outline.
February	1. To practice a completed speech. 2. To prepare public speaking notes. (30 minutes)	1. Check over the material in the completed speeches. 2. Split the members into small groups (2-4 people) and have them read their speeches to each other. 3. Have the members pick points from their speech to use as notes on notecards when the speech is given.	1. Bring speech to the meeting. 2. Practice reading the speech to a small number of members. 3. Underline important points to be used on notecards.	1. Completion of the written speech.
March	1. To present a speech to the group.	1. Give each member an opportunity to speak. 2. Encourage the members. Give help where it is needed.	1. To participate in club practice and in the club competition.	1. Giving the speech.



# PROPOSED MEETING SCHEDULE

The following order for meetings may be used. Not all of the methods are necessary for your meetings.

## YEAR II

Meeting No.	Objectives	Method	Member Responsibility	Evaluation
1	<ol style="list-style-type: none"><li>1. To collect information for the 4-H Club Registration Form.</li><li>2. To elect the club executive and select leaders (if this has not been done yet).</li><li>3. To determine the interests and experience of club members.</li></ol> <p>(Time: 1 hr)</p>	<ol style="list-style-type: none"><li>1. Pass around a sheet or page to collect information. Columns titled; name, address, phone number, birthdate, # of years in 4-H.</li><li>2. Election of club executive and leader by secret ballot.</li><li>3. Use of Horse and Rider Evaluation Sheet to learn some member interests.</li><li>4. Discussion of member interests and expectations.</li></ol>	<ol style="list-style-type: none"><li>1. Supply information needed by the 4-H Office.</li><li>2. Take part in the election of the executive and leaders.</li><li>3. Fill in the Horse and Rider Evaluation Sheet.</li></ol>	<ol style="list-style-type: none"><li>1. Attendance.</li><li>2. Horse and Rider Evaluation.</li></ol>
2	<ol style="list-style-type: none"><li>1. To review Parliamentary Procedures.</li><li>2. To review safety around horses.</li></ol> <p>(Time: 30-45 minutes)</p>	<ol style="list-style-type: none"><li>1. Use the "Parliamentary Procedures" pamphlet and review motions and amendments.</li><li>2. Read through the safety guidelines with the group.</li><li>3. Select a general interest film.</li><li>4. Have members do the Word Maze on "Colorings".</li><li>5. Assign reading for the next meeting.</li></ol>	<ol style="list-style-type: none"><li>1. Participate in the activities.</li><li>2. Do the word maze.</li></ol>	<ol style="list-style-type: none"><li>1. Attendance.</li><li>2. Word maze.</li></ol>

Meeting No.	Objectives	Method	Member Responsibility	Evaluation
3	<ol style="list-style-type: none"> <li>1. To identify tack and equipment used for horses.</li> <li>2. To use tack and equipment properly.</li> <li>3. Select a winter project.</li> </ol> <p>(Time: 30-45 minutes)</p>	<ol style="list-style-type: none"> <li>1. Bring a variety of horse equipment to the meeting. Have members try to identify each item and its use or discuss this as a group.</li> <li>2. Discuss different equipment any time it is used in a practice or demonstration.</li> <li>3. Have the members do the worksheet.</li> <li>4. Assign the reading for the next meeting.</li> <li>5. Bring the "Winter Projects" Book.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in the activities.</li> <li>2. Bring equipment to a meeting that will interest other members.</li> <li>3. Use proper tack and equipment when working with horses.</li> <li>4. Do the worksheet.</li> <li>5. Take part in the selection of a winter project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance.</li> <li>2. Worksheet.</li> </ol>
4	<ol style="list-style-type: none"> <li>1. To recognize a correct hoof angle.</li> <li>2. To recognize hoof problems.</li> <li>3. To set up a program of regular hoof care.</li> <li>4. To work on the winter project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have a farrier come in and talk to the group.</li> <li>2. Make arrangements for a farrier to come out and do the feet of the members' horses.</li> <li>3. Demonstrate how to clean the hoof.</li> <li>4. Demonstrate how to rasp a foot to reduce the number of times a farrier is needed.</li> <li>5. Any of these films or slides; No Hoof - No Horse, Common Hoof Problems, <u>Corrective Shoeing</u>, <u>Basic Principles of Foot Care</u> and <u>Cold Shoeing</u></li> <li>6. Assign reading for the next meeting.</li> </ol>	<ol style="list-style-type: none"> <li>1. To ask questions.</li> <li>2. To participate.</li> <li>3. To care for the feet of their horse on a regular basis.</li> <li>4. Do the worksheet.</li> <li>5. Work on the winter project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance.</li> <li>2. Worksheet.</li> <li>3. Winter Project.</li> </ol>

Meeting No.	Objectives	Method	Member Responsibility	Evaluation
5	<ol style="list-style-type: none"> <li>1. To list the nutrients required in the diet of the horse.</li> <li>2. To feed the horse so that its feed requirements are met.</li> <li>3. To work on the winter project.</li> </ol> <p>(Time: 60 minutes)</p>	<ol style="list-style-type: none"> <li>1. Discuss nutrients and why they are needed.</li> <li>2. Discuss how nutritional needs can be met.</li> <li>3. Have a veterinarian come in and talk about nutrition for the horse.</li> <li>4. Send feed samples in to the District Ag. office to be sent on for testing for nutrients. (Results to be compared at a later meeting).</li> <li>5. Assign the reading for the next meeting.</li> </ol>	<ol style="list-style-type: none"> <li>1. To participate in activities.</li> <li>2. Feed their horse a balanced ration.</li> <li>3. Send in a feed sample for testing.</li> <li>4. Do the worksheet.</li> <li>5. Work on the winter project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance.</li> <li>2. Worksheet.</li> <li>3. Grooming Class at Achievement Day (affected by the condition of the horse).</li> <li>4. Winter Project.</li> </ol>
6	<ol style="list-style-type: none"> <li>1. To define lameness.</li> <li>2. To identify the categories of lameness.</li> <li>3. To identify different kinds of lameness.</li> <li>4. Work on winter project.</li> </ol> <p>(Time: 120 minutes)</p>	<ol style="list-style-type: none"> <li>1. Review correct leg conformation from the "Judging" section.</li> <li>2. Have a veterinarian in to talk about common types of lameness.</li> <li>3. Have members look for leg problems when they judge classes of horses.</li> <li>4. Go to a grade horse auction and look for signs of lameness and other leg problems.</li> <li>5. Film; <u>Visual Defects Related to Unsoundness or My Horse is Lame; Where and Why</u></li> <li>6. Assign reading for the next meeting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review "Judging" section.</li> <li>2. Take part in activities.</li> <li>3. Do worksheet.</li> <li>4. Work on winter projects.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance.</li> <li>2. Worksheet.</li> <li>3. Judging a Achievement Days.</li> <li>4. Winter project.</li> </ol>

Meeting No.	Objectives	Method	Member Responsibility	Evaluation
7	<ol style="list-style-type: none"> <li>1. To understand how the instincts of the horse affect our safety.</li> <li>2. To understand that the senses affect the way the horse views its surroundings.</li> <li>3. To identify sight problems of the horse.</li> <li>4. To identify body language of the horse.</li> <li>5. To list ways that we can influence the learning ability of the horse.</li> </ol> <p>(Time: 60-90 minutes)</p>	<ol style="list-style-type: none"> <li>1. Discuss material in the Member Manual. Have the members relate the information to their own experience.</li> <li>2. Have members offer their horse a new but acceptable horse feed and have them tell about how the horse reacted.</li> <li>3. Have members teach their horse simple, basic skills before asking the horse to do something complex.</li> <li>4. Have members punish or reward their horse for every response while they are riding and training.</li> <li>5. Slides; <u>"Practical Horse Psychology"</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Take part in the discussion.</li> <li>2. Offer their horse a strange horse food (apple or carrot may offered).</li> <li>3. Teach the horse basic cues before expecting a fast response.</li> <li>4. Do not ask the horse to perform complex skills until they have learned the basics well.</li> <li>5. While training a horse or on a trained horse, reward the horse for a correct response, and punish it for an incorrect response (or a poor response with a well trained horse).</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance.</li> <li>2. Worksheet.</li> <li>3. Achievement Day.</li> </ol>
8	<ol style="list-style-type: none"> <li>1. To learn terms used in riding and training.</li> <li>2. To recognize behavior problems in the horse and correct it.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss material in the manual.</li> <li>2. Film; <u>"Basic Horse Training."</u></li> <li>3. Use terms at the riding practices and let members know when the horse is correct.</li> </ol>	<ol style="list-style-type: none"> <li>1. Take part in the activities.</li> <li>2. Work on correcting your horse from an instrument on the ground.</li> <li>3. Do the worksheet.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance.</li> <li>2. Worksheet.</li> <li>3. Practices.</li> <li>4. Achievement Day.</li> </ol>



# PROPOSED SCHEDULE FOR PUBLIC SPEAKING TRAINING

This is intended to increase the practice all members have in Public Speaking. The activities are to continue through the club year.

Meeting No.	Objectives	Method	Member Responsibility	Evaluation
All Meetings	1. To increase the confidence of members when speaking in public.	<ol style="list-style-type: none"> <li>1. At each club meeting a short (less than 5 minute) talk or demonstration be given by a club member.</li> <li>2. Have members pick, or assign, the meeting their presentation will be given at.</li> <li>3. Keep a list of possible topics. Members can come up with these.</li> </ol>	<ol style="list-style-type: none"> <li>1. Choose a topic related to horses.</li> <li>2. Find information in books and magazines.</li> <li>3. Write s short talk and practice it at home.</li> <li>4. Write short notes from the talk to follow during talk.</li> </ol>	1. Giving the present-ation.
December	1. To help members choose a topic for a speech.  (15 minutes)	<ol style="list-style-type: none"> <li>1. Work with the members and come up with topics. Break general subject headings down into specific headings.</li> <li>2. Make up a list of resource materials that are available to club members.</li> </ol>	<ol style="list-style-type: none"> <li>1. To contribute ideas.</li> <li>2. To decide on a topic by the next meeting. The speech will be used for the Club Speakoffs.</li> </ol>	1. Attendance.
January	1. To select a topic for the Public Speaking Competition. 2. To develop an outline for the speech. 3. To give time limits for speeches.  (20 minutes)	<ol style="list-style-type: none"> <li>1. Discuss what should be included in an Introduction, Body, and Conclusion of a speech.</li> <li>2. Help members work on an outline for their speech.</li> </ol>	<ol style="list-style-type: none"> <li>1. To write an outline for their speech.</li> <li>2. To collect reference material at home, and write the speech.</li> </ol>	1. Completing the out-line.

Meeting No.	Objectives	Method	Member Responsibility	Evaluation
February	1. To practice a completed speech. 2. To prepare public speaking notes.  (30 minutes)	1. Check over the material in the completed speeches. 2. Split the members into small groups (2-4 people) and have them read their speeches to each other. 3. Have the members pick points from their speech to use as notes on notecards when the speech is given.	1. Bring speech to the meeting. 2. Practice reading the speech to a small number of members. 3. Underline important points to be used on notecards.	1. Completion of the written speech.
March	1. To present a speech to the group.	1. Give each member an opportunity to speak. 2. Encourage the members. Give help where it is needed.	1. To participate in club practice and in the club competition.	1. Giving the speech.

## PARTS OF THE HORSE

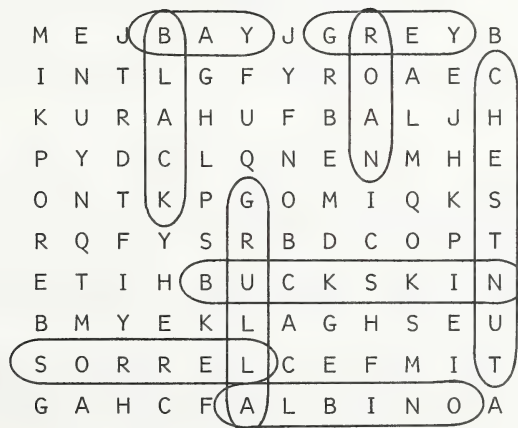
### Across

5. The height of the horse is measured at the WITHERS.
7. A joint located between the cannon bones and the pastern. FETLOCK
9. The horse breathes through its NOSTRIL.
10. The foot of the horse. HOOF
14. The saddle is placed on the BACK of the horse.
15. The bones just above the coronet band of the hoof. PASTERN
16. On the top of the horse between the back and the croup. LOIN

### Down

1. The THIGH of the horse is behind the flank.
2. A horse bends its KNEE (s) when it walks.
3. The MUZZLE of the horse includes the lips, chin and nostril.
4. The HOCK works like a knee turned backwards.
6. The knees of a rider are behind the SHOULDER of the horse.
7. We call the part of the leg above the front knee the FOREARM.
8. Bones located between the fetlock and the knee. CANNONBONE
11. The heavy muscle above the hocks. GASKIN
12. Bone found behind and below the flank. STIFLE
13. Section of the top of the horse from the loin to the base of the tail. CROUP

### COLORINGS



## DIGESTIVE TRACT OF THE HORSE

### Objectives:

1. To learn the parts of the digestive tract of the horse.
2. To identify the functions of the parts of the digestive tract.

### Activities:

1. Use 4-H Horse Nutrition book.
2. Look at the teeth of a live horse, or a horse skull.

### Main Points:

1. The horse has, incisor, premolar, and molar teeth.
2. The incisor teeth are used to clip grass when the horse is grazing.
3. The molars are used for chewing and grinding food.
4. Stallions and geldings will have two canine teeth (top and bottom) a short distance behind the incisors.
5. Wolf teeth are two extra premolars the horse may have.
6. The pharynx forces food into the esophagus. It works like a plug to keep food and air from coming back into the mouth.
7. The esophagus is the tube that directs food into the stomach.
8. Food is moved through most of the digestive tract by smooth muscle contractions.
9. The stomach of the horse is small because very little food is digested there.
10. Most of the food is broken down and absorbed in the small intestine.
11. The large intestine is made up of the; cecum, large colon, small colon, rectum and anus.
12. The cecum is where food is fermented by bacteria and protozoa.
13. The cecum breaks down cellulose in the feed so it can be used. Carbohydrates break down into volatile fatty acids. B vitamins are synthesized. Free nitrogen is changed into protein.
14. The large colon holds large amounts of feed, but has little to do with absorption.
15. The undigested food is formed into balls in the small colon to be passed out of the body.



### Questions:

1. What are the parts of the digestive tract?
2. Why is it important that all parts of the digestive tract work well?

### Worksheet Answers:

#### A. Parts of the digestive tract.

- |                  |              |                     |
|------------------|--------------|---------------------|
| 1. Hard Palate   | 6. Incisors  | 11. Small Intestine |
| 2. Nasal Passage | 7. Premolars | 12. Stomach         |
| 3. Soft Palate   | 8. Molars    | 13. Esophagus       |
| 4. Pharynx       | 9. Tongue    | 14. Cecum           |
| 5. Esophagus     | 10. Rectum   | 15. Colon           |

- A. Hay moves through the digestive tract faster than grain because of the amount of fiber (bulk).

### Digestive Tract:

#### Across

1. The hard and soft PALATE form the roof of the mouth.
3. The small COLON collects undigested feed and begins to shape it into the ball-shaped feces of the horse.
4. The CECUM is a large pouch attached to the small intestine. This is where bacteria breaks down the cellulose in the feed, B vitamins are synthesized, and protein is synthesized from free nitrogen.
6. Simple sugars, free amino acids and fat are absorbed into the blood-stream from the SMALL INTESTINE. It can hold 54 L or (12 gallons) of feed.
9. The RECTUM is part of the small colon. It is the last portion of the digestive tract.

#### Down

2. The TONGUE is located in the bottom of the mouth.
  5. The MOLARS are used for chewing and grinding food.
  7. Some food is broken down by enzymes in the STOMACH, but the food only stays in there for a short time.
  8. The INCISORS are used to clip off grass when the horse is grazing.
- A. Carbohydrates - fatty acids  
Free nitrogen - protein  
Micro-organisms - B vitamins

## SADDLES

### Objectives:

1. To identify the main parts of the western saddle.
2. To choose a saddle that fits the horse.
3. To choose a saddle that fits the rider.
4. To clean and condition a saddle.

### Activities:

1. Bring a saddle into the meeting and go over the names of the parts as a group.
2. Bring in several saddles of different sizes and skirt shapes. If a saddle stand or sawhorse is available have the members sit on saddles with different seat sizes and choose a comfortable size.
3. Demonstrate cleaning a saddle.
4. Have members bring equipment for cleaning saddles. Bring:
  - several cloths
  - sponge
  - glycerine soap or neatsfoot oil
5. Clean saddles as a group activity.

### Main Points:

1. Each saddle has the same parts.
2. The saddle fit is affected by the height and width of the horse's withers.
3. A poorly fitting saddle is uncomfortable to the horse.
4. Saddles come in a variety of sizes. Members will find certain saddles are more comfortable to them. Comfort is affected by: seat size, depth, leg position, etc.
5. When a saddle is to be used by a number of people, the saddle should fit the larger riders. A smaller person can ride in reasonable comfort and safety in a slightly large saddle as long as the stirrup length is adjustable.
6. Saddles should have the dirt washed or wiped off before they are soaped and oiled.
7. Saddles need to be cared for to keep them in good working condition.

### Questions:

1. What kind of saddle do you use?

2. How many different horses have you used the saddle on?
3. How many people in your family use the saddle?
4. Which rider fits the saddle the best?
5. How old is the saddle?
6. What are the different parts of the saddle?
7. Why should a saddle be cleaned?
8. What should you do to take care of your saddle?

#### Worksheet Answers:

##### A. Parts

- |            |               |
|------------|---------------|
| 1. Horn    | 5. Seat       |
| 2. Fork    | 6. Cantle     |
| 3. Fender  | 7. Skirt      |
| 4. Stirrup | 8. Back Girth |

A. Space - two fingers space

A. Individual answers, see chart "Saddle Sizing".

#### BITS

##### Objectives:

1. To identify the common types of bits used.
2. To differentiate between curb bits and snaffle bits.
3. To select a bit appropriate to the horse.
4. To work a horse without damaging the mouth.
5. To improve the mouth on a horse that has been overbridled (too harsh a bit).

##### Activities:

1. Simple game of pulling bits out of a sack for identification.
2. To group different bits by type, snaffle or curb.
3. To select suitable bits for member's horses.
4. To select a bit to be used with training equipment.
5. For members to evaluate the bits they are using on their horses. Members may exchange bits among themselves or friends to find a bit that works on their horse before buying a new bit if it is needed.

### Main Points:

1. The bit used will affect how a horse will work.
2. The bit selected should suit the horse.
3. Bits may be classified as curb bits or snaffle bits.
4. Bits are designed to work on pressure points in the mouth and on the head of the horse.
5. The bit rests on the bars of the mouth. This is the gap between the teeth near the corner of the mouth of the horse.
6. The chin groove is a pressure point for a curb bit, not a snaffle. This is because only a curb bit has a chin strap or chain. Unlike other pressure points, the horse moves its head toward the pressure instead of away from it.
7. The single wrinkle above the lip is used to indicate the position of the bit in the mouth of the horse. When the headstaff is adjusted to this length, the bit should fit over the bars.
8. The bit needs to be wide enough that the cheekpieces of the bit do not rub the lips.
9. Most bits range in width from  $4\frac{1}{2}$  to  $5\frac{1}{4}$  inches.
10. The nasal bone is not an important pressure point with a bit. It is not used unless the horse is being ridden with a standing martingale to keep the horse from tossing its head.
11. The soft palate is important for many bits. Any bit with a port or broken mouthpiece will come in contact with the soft palate.
12. Bits are classified by the type of cheekpiece the bit has, not the type of mouthpiece.
13. A snaffle bit has a ring type of cheekpiece.
14. A curb is any bit (used for Western or English riding) that has long shanks (cheekpieces).
15. The curb bit works by rotating in the mouth of the horse.
16. A long shank bit with a broken mouthpiece is not a snaffle bit.
17. The longer the shanks a bit has, the more severe a bit it is.
18. A pelham bit combines the characteristics both the snaffle and curb bit.
19. A curb type bit must be used with a curb strap or curb chain.



20. A snaffle bit is not used with a curb strap or curb chain.
21. A bit that is too narrow for the mouth of the horse can make the mouth sore.

Questions:

1. What do you use to control your horse when you ride?
2. How does a bridle control the horse?
3. What parts of the mouth does the bit touch?
4. What are the main kinds of bits.
5. What is the difference between a snaffle bit and a curb bit?
6. What different types of mouthpieces can bits have?
7. What different materials can bits be made out of?
8. Why is a bit with a raised port more severe?
9. What happens to a long shank (curb) bit when you pull on the reins?
10. What else do you need when you use a curb bit?
11. If you use training aids that attach to a bit what will it do to the bit and the mouth of the horse?
12. What kind of bit should be used for training?
13. What kind of bit should be used on most horses?
14. Why are some horses not sensitive to the bit?
15. Why should a harsh bit only be used by a good rider on a well trained horse?
16. What kind of bit should you try with your horse?

Worksheet Answers:

- A. Pressure Points –
1. Bars
  2. Chin Groove
  3. Lips
  4. Palate
  5. Tongue
  6. Nasal Bone
  7. Poll
- A. Bits –
- Snaffle bits
  - Curb bits

- A. Curb bits has long shanks that attaches to the headstaff and reins. A snaffle bit has round or D-shaped rings.
- A. Snaffle bit - jointed, straight, port
- A. Curb bit - jointed, straight, port
- A. Curb action - The curb bit works by rotating forward in the mouth as the reins are tightened. This increases the pressure on the palate, bars and tongue.
- A. Bit or bit - Snaffle bit. It is a mild bit, which is unlikely to damage the mouth of the horse.
- A. The bit to use with training aids is the snaffle bit instead of a curb bit because using a curb bit will put steady pressure on all parts of the mouth. This will prevent permanent damage to the mouth.
- A. Overbridled - The rider is using too harsh a bit on the horse. This causes the horse to try to avoid the bit.
- A.
  1. above the bit
  2. on the bit
  3. over the bit
  4. behind the bit

## HACKAMORES

### Objectives:

1. To identify the parts of the bosal.
2. To understand how the hackamore works on pressure points of the horse's head.
3. To correctly adjust a bosal.
4. To attach a mecate to a bosal.

### Activities:

1. Display of hackamores. Include bosals of different sizes and thicknesses.
2. Demonstrate tying a mecate to a bosal.
3. Members tie a mecate to a bosal.
4. Ride a horse with a bosal instead of a bit. Compare the response of the horse to the bridle and hackamore.
5. Attend a show to watch the hackamore futurities in pleasure, reining and cattle classes.
6. Members braid their own bosal.

### Main Points:

1. The hackamore is a popular training device because the horse learns to rein without the mouth being damaged.
2. The hackamore uses pressure points on the head of the horse.
3. The hackamore is made up of the;
  - bosal
  - fiador
  - headstall
  - mecate or reins
4. The bosal may be made out of a number of different materials.
5. The harshness of the bosal depends on the material it is made from, its stiffness, and thickness.
6. Reining in the bosal uses the direct rein and a bearing rein. Use of the bearing rein starts the schooling for neck reining.
7. When a hackamore is used, there should only be pressure on the rein as the horse is being asked to perform a skill.
8. Pressure on a bosal should be released as soon as the horse starts the activity (turn, stop, etc.)
9. A hackamore and mechanical hackamore are not considered the same. If members are planning to show a young horse some classes allow a hackamore (bosal). No shows allow the use of a mechanical hackamore.
10. Most western breeds offer hackamore futurities for three year olds in pleasure, reining and cutting.

### Questions:

1. What is a hackamore?
2. What are the parts of a hackamore?
3. What pressure points does the hackamore work on?
4. Why would you want to use a hackamore instead of a bit?
5. If you are showing horses, when can you use a hackamore?

### Worksheet Answers: .

- A. Parts -
- |              |           |
|--------------|-----------|
| 1. Browband  | 4. Fiador |
| 2. Headstaff | 5. Mecate |
| 3. Bosal     |           |
- A. Materials - rawhide, leather, horsehair, and rope.

- A. Fit of the bosal - left to right; correct, too long, too short
- A. Fiador - The horse can be tied without the risk of the hackamore being pulled off. It prevents the bosal from slipping off the nose of the horse.
- A. Mecate - Number of hands - two  
Height - low  
Pressure - minimum
- A. Pressure Points - Nasal bone  
- chin groove  
- pole

#### OTHER TACK AND EQUIPMENT

##### Objectives:

1. To identify other tack and equipment members may use or will hear mentioned in horse publications.
2. To be able to use equipment correctly by knowing what it is used for.

##### Activities:

1. Collect a variety of horse equipment from your barn and from friends. Give a quiz before the lesson to see how much the members know. OR Put the equipment in a sack or black garbage bag and have a written guessing game. You can have a hoof pick as a prize for the most correct answers, answers should include the use.

##### Main Points:

1. Saddle pads are available in a variety of fibres, some of these are more comfortable to the horse because they absorb perspiration.
2. Not all saddle pads are easy to care for.
3. Saddle pads are often needed to protect a horse from a poor fitting saddle.
4. When you are trailering horses, leg wraps or leg bandages can be used to protect the legs of the horse.
5. Different types of boots can be used on horses to prevent leg injuries when you are working them from the ground or while you ride.
6. There is a variety of equipment that can be used to set the head of a horse. The standing martingale is the only one that does not put pressure on the bit. Equipment that attaches to the bit should only be used with a snaffle bit (no long cheek pieces) or it can damage the mouth of the horse.



### Questions:

1. What tack do you use when you go riding?
2. Why do you use it?
3. What different types of saddle pads have you seen?
4. What kind of saddle pad do you use?
5. Is there a type of saddle pad you like better than the others? Why?
6. If you were a horse which type would you like? Why?
7. Why would you put splint boots on a horse before you longe?
8. If a horse over-reaches and steps on the heel of its front feet, what could you use to prevent an injury?
9. When you use equipment to set a head why should you use a snaffle bit?
10. What kind of martingale is not attached to the bit? What does it do?
11. Why is a running martingale a good piece of equipment to use when you ride?
12. Why would you use side reins instead of a running martingale?

### Worksheet Answers:

- A. Extra Equipment - Bell boots and splint boots. The horse may be used for jumping or arena riding. It would prevent injury caused by over-reaching with the hind feet or winging with the front feet.
- A. Foam Pads - These are well liked because they protect the back and withers of the horse.
- A. Trailer Equipment - Leg bandages, leg wraps are optional, tail wrap.
- A. Training Equipment - Standing martingale, running martingale. The standing martingale is used to keep the horse from throwing its head and avoiding the bit. The running martingale is used to set the head and flex the body with a minimum of pressure on the bit.
- A. Mistake - The hobbles are around the pastern where bones can be hurt while the horse fights. The rope shouldn't be dragging around the front feet because it can get tangled in the hobbles.
- A. Side Reins - They teach the horse to keep its head in position without pulling on the reins. The draw reins do the same thing, but it is easy to hurt the mouth of the horse.

## HOOF CARE

### Objectives:

1. To teach members' to provide regular hoof care for their horses.
2. To recognize a correct hoof angle.
3. To recognize hoof problems.
4. To set up a program for regular hoof care.

### Activities:

1. Have a farrier give a demonstration and talk about hoof care and trimming.
2. Get a farrier to come and do all of the horses in the club. To reduce costs, have horses brought to one place or several places close together to reduce travel charges.
3. Demonstration of picking up the horses feet and cleaning.
4. Demonstration of rasping the hooves to shorten them. If you are in an area where a farrier is hard to get, this can be done every week to keep the hooves the same shape as the farrier trimmed them. This can be done by the members or their parents. A farrier will still be needed several times a year.

### Main Points:

1. The feet of the horse should get cleaned daily.
2. Dry hooves can split and cause lameness.
3. Hooves need to be trimmed to maintain the proper angle and prevent chipping and uneven wear. This should be done every 4 to 6 weeks.
4. Horses that are ridden on hard surfaces or are worked hard should wear shoes.
5. Shoeing can correct conformation and foot problems.
6. Shoes must be made to fit the horse.
7. The angle of the foot and pastern should be the same?

### Questions:

1. Do you know what a farrier is?
2. What does he do?
3. Why do horses hooves need to be trimmed?
4. How much hoof is trimmed off?

5. Why do you clean a horses feet?
6. What problems do you look for when you are cleaning the horse's feet?
7. When you are using a hoof pick which direction do you pull it?
8. Why do some people shoe their horses?
9. What angle should the foot be? (Same angle as the pastern)
10. Why do shoes need to be reset?

#### Worksheet Answers:

- A. Care - The feet should be cleaned and trimmed. If the ground or hard work wears the feet down, they should have shoes.
- A. Thrust - A disease of the frog that causes a strong odor and a strong smelling discharge.
- A. Growth -  $3/8''$  to  $1/2''$  per month.
- A. Hoof Angle - b. The angle of the hoof and the pastern are the same.
- |           |                  |               |
|-----------|------------------|---------------|
| A. Parts. | 1. Sole          | 7. Hoof       |
|           | 2. Frog          | 8. White line |
|           | 3. Hoof Wall     | 9. Toe        |
|           | 4. Fetlock       | 10. Heel      |
|           | 5. Pastern       | 11. Quarter   |
|           | 6. Coronary Band |               |

#### NUTRIENTS AND THEIR FUNCTION

##### Objectives:

1. To list the nutrients required in the diet of the horse.
2. To feed a horse so that its feed requirements are met.

##### Activities:

1. Use the 4-H Horse Nutrition book as a resource for the "Member Worksheet".

##### Main Points:

1. Water is required because a large portion of the weight of the horse is water.
2. Horses should have access to clean water all of the time.
3. The horse needs protein in its diet to supply amino acids needed to produce muscle and other soft tissue.

4. Most horse feeds have between 5 and 47 percent protein.
5. Energy is found in feeds in the form of starch, sugar, fiber, fat and protein.
6. Energy is needed to maintain body temperature, aid muscle and bone growth, organ function and is used by the muscles as the animal moves.
7. Digestable energy of feed is given in megacalories.
8. A horse that does not have enough energy in its diet will be in poor physical condition, and lack energy.
9. A horse with too much energy will be overweight and more likely to develop health problems than a properly fed horse.
10. The diet of the horse is most often low in calcium, phosphorus, salt and iodine.
11. Calcium and phosphorus need to be supplied in a proper balance (2 calcium/1 phosphorus). If one of them is low, it will affect the use of the other by the body.
12. Because grains are low in calcium and roughages are low in phosphorus, both need to be fed in order to provide a balanced diet.
13. The horse needs salt in its diet to maintain osmotic pressure in the body and as part of the digestive juices.
14. Iodine is needed for the normal functioning of the body metabolism.
15. Magnesium activates a number of body enzymes.
16. Selenium is needed in small amounts. If it is low in the diet, there are problems with muscle control.
17. Iron is needed for the formation of hemoglobin, the blood protein that carries oxygen.
18. Vitamins are fat or water soluble. Fat soluble vitamins are A, D, E and K. Water soluble vitamins are the B-complex and C.
19. Fat soluble vitamins are stored in the fat tissues of the body. They can be stored for some time.
20. A shortage of fat soluble vitamins will cause fertility problems in horses.
21. Water soluble vitamins do not stay in the body for a long time. They are removed from the body with waste fluids.
22. Grass supplies the horse with carotene which is converted into vitamin A in the intestines. The horse needs 20,000 to 40,000 International Units (IU).



23. If a horse is low in Vitamin A, it may have night blindness, poor appetite, poor hair coat, respiratory problems, low disease resistance, bone problems, and reproductive disorders.
24. Vitamin D is available from hay, and sunlight stimulates the manufacture of Vitamin D by the body.
25. Vitamin K is required for blood clotting.
26. Horses do not need B vitamins in their feed because the vitamins are produced by microorganisms in the digestive tract.

Questions:

1. What are the main feeds we give our horses?
2. Which is most important; the quality of feed or the quantity (amount) of feed?
3. What should a horse be fed both grain and roughage?
4. What are the main nutrients needed by the horse?
5. What minerals are we supplying when we give our horses' salt?
6. What vitamins does a horse need?
7. Why does the horse need these nutrients in their food?

Worksheet Answers:

- A. 60% of the body weight of the horse is made up of water.
- A. For 1 kg of hay the horse needs 3 kg of water.
- A. Protein in horse feed is 5-20%
- A. Feeds that are high in protein are; soybean meal.
- A. Proteins are broken down into amino acids.
- A. The energy in feed is in the form of starch, sugar, fiber and fat.
- A. Figure A is low in energy. It is suffering from starvation.  
Figure B has too high an energy intake. The horse has too much weight on its neck, mid-section and hindquarters.
- A. The horse needs salt, iodine, magnesium, selenium, iron, cobalt, sulfur, zinc, copper, manganese, potassium.
- A. The horse should be supplied with calcium, phosphorus, salt, and iodine.

- A. If calcium and phosphorus are not fed in a proper balance bone development of young horses is affected and it increases the possibility of bone injuries in mature horses.
- A. Grains supply phosphorus, roughages supply calcium.
- A. Salt - formation of digestive juices
  - maintaining the osmotic balance in the body
- Iodine - as part of thyroxine
  - to maintain the body metabolism
- Magnesium - activates some body enzymes
  - found in the bone
- Selenium - affects muscle control
- Iron - needed as part of hemoglobin
  - for oxygen transport in the blood
- Cobalt - for the manufacture of B<sub>12</sub> in the body
- A. Vitamins A, D, E and K are fat soluble.
- A. The B vitamins and Vitamin C are water soluble.
- A. Vitamin A - for eyesight, body health
  - in forages (roughage)
- Vitamin D - affects calcium absorption
  - from sun cured forages, and exposure to sunlight
- Vitamin E - reproductive efficiency
  - related to selenium use
  - in fatty portion of feed
- Vitamin K - for blood clotting
  - synthesized in the body

## JUDGING

### Objectives:

1. To develop a vocabulary to use when evaluating conformation of a horse.
2. To develop a method of viewing animals so that all parts are seen.
3. To give oral reasons.

### Activities:

1. Look at different horses and compare. If you are using member horses do not over criticize. Give one strong point, one weak point only.
2. Judge plastic horses to practice reasons.
3. Judge any similar objects for practice at placings and reasons.

### Main Points:

1. Anything has its good and weak points. This includes the horse.

2. Stress that the conformation of the horse does not take away from the usefulness of the horse or the pleasure from the use of the horse. Even a horse with poor conformation may be an excellent pleasure horse.
3. Judging is a learned skill.
4. Judging skills improve with practice.
5. Develop a system of looking at a horse that allows you to see the whole animal and individual parts.
6. Giving oral reasons is good speaking practice and improves your memory.
7. Reasons for placings are given as pairs comparing horses that place one beside the other. Strengths and weaknesses are given for both horses.
8. No horse is perfect.

#### Questions:

1. Why are horses judged for conformation?
2. What conformation affects the smoothness of the horse's gait?
  - shoulder angle, length of the forearm and pastern/h hoof angle all affect smoothness because they act as shock absorbers.
  - some faults will also contribute to smooth gaits for example; padding (winging), cow-hocks. Often a horse with very straight legs will not be smooth.
3. How can conformation affect the ability of the horse to perform certain skills?

#### Examples:

Heavy throatlatch - prevents the horse from setting its head in a nearly vertical position, because breathing is affected.

Level Croup - desired in gaited breeds to allow for freer movement of the hindquarters.

Cow-hocked - as long as this is only slight, can do smoother sliding stops

Pigeon-toed - may injury opposite leg because the foot will pass close to the inside of the leg during travel.

Short neck, large head, heavy neck, heavy forequarter

- all may cause balance problems for the horse by making it difficult to shift the weight back over the hindquarters.

4. What differences are there in the conformation of mares, when compared to stallions and geldings?

#### Examples:

Mares - finer head, neck and front quarter, feminine appearance

Geldings & Stallions - thicker head, heavier neck (should not be cresty), heavier body type, masculine appearance

5. What differences does the breed make?  
- Each breed has its own individual characteristics. These need to be known to judge a representative type.
6. When you look at a horse from a distance, what are you looking for?  
- symmetry (balance), shape (outline).
7. What type of characteristics do you look for when you are judging close to the horse?
8. What are you watching for when the horse is travelling toward you and away from you?
9. What information do you put on a judging card?
10. How do you decide on your placings?
11. What should reasons include?

Worksheet Answers:

- A. Travel - Leg will travel inside or outside a straight line depending on their structural faults.
- A. Legs - Straight legs are important because they distribute weight evenly across the joints. The legs are straight if you can draw a vertical line from the point of the shoulder through the center of the knee, cannon, pastern, and foot.
- A. Importance - Conformation of the horse may limit its ability to perform under some conditions.
- A. Reasons - Placings, class name and a comparison of the animals done in three sets of pairs.
- A. Legs - b. This horse would swing its feet to the inside as it travels. It would be more likely to have self inflicted leg injuries.
- A. Saddle Horse Mares

4-H JUDGING CARD

Name \_\_\_\_\_ (member) \_\_\_\_\_ Age \_\_\_\_\_ (member) \_\_\_\_\_  
 Club \_\_\_\_\_ Contestant's No. \_\_\_\_\_  
 Class \_\_\_\_\_

		SCORE
Placing:	First	_____
	Second	_____
	Third	_____
	Fourth	_____
	Placing	_____
	Reasons	_____
	Total	_____



REASONS: (Be comparative and brief)

1. high at the croup, upright pasterns, straight through the stifle, lacks depth
2. high at the croup, well muscled, good shoulder
3. high at the croup, poor neck/shoulder attachment, upright shoulder, ewe necked
4. high at the croup, long barrel, sickle hocked, cresty neck, smooth blending.

I placed this class of Saddle Horse Geldings 2-1-4-3. I fault all of these geldings for being higher at the croup than the withers. I placed 2 over 1 because he has a better pastern and stifle angle. I fault number 2 because he lacks body depth.

I place 1 over 4 because he is a better balanced horse with a better neck. I grant that 4 is a smoother looking, heavier animal.

I placed 4 over 3 because he is more correct in the front end. I fault number 3 for having a ewe neck and shoulder angle. For these reasons I placed this class of Saddle Horse Geldings 2-1-4-3.

## LAMENESS

Objectives:

1. To define lameness.
2. To identify the categories for lameness.
3. To identify different kinds of lameness.

Activities:

1. Have a veterinarian in to talk about common types of lameness.
2. Members look for leg problems when they are judging horses.
3. Go to a grade horse auction and look for signs of lameness and leg problems.

Main Points:

1. Lameness is a problem to the horse owner because it limits the use of the horse for certain periods of time.
2. Lameness can be caused by injury, stress, conformation or nutrition.
3. Lameness may originate from the shoulder down in the front quarters and the pelvic area on down in the hindquarter. The problem may be caused by; muscle, ligament or bone changes.
4. A lameness may show up as a secondary problem. Examples are;
  - laminitis after a uterine infection in a mare after foaling
  - in another supporting leg in a horse with a leg in a cast
  - navicular disease caused by an earlier injury
  - arthritis developing at the site of a former injury as the horse ages

5. Proper hoof care reduces many of the problems that can cause lameness.
6. Lamenesses should be treated by a veterinarian as soon as it is noticed to reduce the chances of permanent damage.
7. Some leg problems can be classed as blemishes because they can be seen but are not likely to cause a lameness.

Questions:

1. How can you tell when a horse is lame?
2. What can cause a horse to go lame?
3. What can you do with a horse when it is lame?

Worksheet Answers:

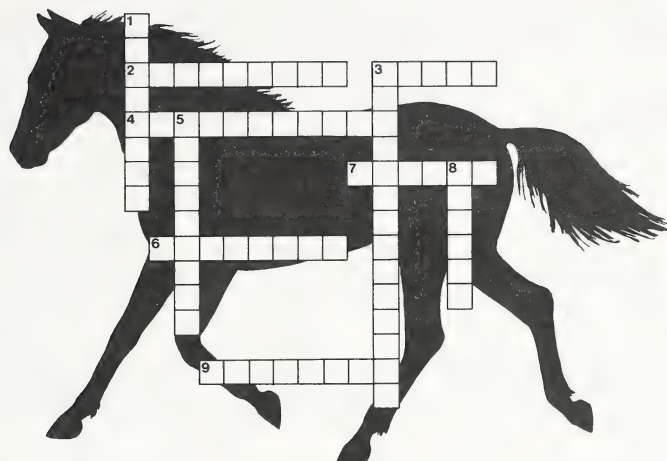
- A. The outer layer of the hoof is the periople.
- A. The periople reduces the evaporation of moisture from the hoof.
- A. Thickest at the toe.
- A. Hooves should be trimmed to keep pressure on the frog and under parts of the foot. It reduces the chance of tendon injuries, and injuries caused by conformation problems.
- A. A flat foot is a problem because it increases the chances of bruising, and developing corns.
- A. The categories for lameness are;
  - Supporting Leg Lameness
  - Swinging Leg Lameness
  - Mixed Lameness
  - Complementary Lameness
- A. Supporting Leg Lameness is caused by weight being kept on the injured leg.
 

Swinging Leg Lameness is visible when the leg is moving, because of muscle and tendon damage.

Mixed Lameness, is when the horse is lame whether it is standing or moving.

Complementary Lameness is caused by injury to a second leg while trying to reduce pressure on the original injury.
- A. The front legs are the most likely to be injured.
- A. Chronic lameness (laminitis), is a lameness that lasts more than one month.

# LAMENESS CROSSWORD PUZZLE



## Down

1. RINGBONE is an arthritic change in the pastern joint caused by pulling the ligaments, direct blows, and wire cuts.
3. A horse with a narrow foot and a small dry frog has CONTRACTED FEET.
5. If the joint capsule of the fetlock is filled with fluid, the horse has WINDPUFFS.
7. Horses with flat feet are more likely to BRUISE the sole of the foot.
8. Bog SPAVIN is a swelling of the joint capsule of the hock.

## Across

2. The NAVICULAR bone can be slowly damaged because of injury to the foot.
3. CORNS can be caused by pressure on the sole between the hoof wall and the bars.
4. A BOWED TENDON will form a bulge behind the cannon bone because it has been stretched out of shape.
6. A horse will have a PUNCTURE wound if it steps on a nail.
9. SIDEBONE is a calcification of the ligaments in the pastern.

LAMENESS TABLE

LAMENESS	CAUSE	BODY PART AFFECTED	TYPE OF LAMENESS	TREATMENT
Arthritis	Injury Inflammation of the joint.	Any part of the body used for support or movement	Mixed	Treat for the pain
Bruises	Stepping on a rough or large object, usually rocks	Sole of the foot	Mixed	Foot baths Shoeing
Bog Spavin	Conformation Hard stops and turns. Mineral imbalance	Joint capsule of the hock	Swinging leg	Remove bone chips if they are the cause. Drain some of the fluid.
Bowed tendon	Injury, usually overextension	Superficial Fever Tendon	Swinging leg	Rest
Cracks	Dryness	Hoof wall		Hoof care
Corns	Pressure on the sole. Lack of frog pressure Conformation Over-reaching	Sole of the foot	Mixed	Hoof care Proper shoeing
Curb	Conformation Stress	Hind leg below & behind the hock (Plantar ligament)		
Laminitis	Increased pressure on inner structure of the foot.	Usually only in the front feet	Mixed	Treatment with antihistamines to reduce swelling. Corrective shoeing
Navicular	Inflammation between the deep flexor tendon and the navicular bone Conformation Poor foot care Stress Puncture	Navicular bone in the foot	Mixed	



LAMENESS	CAUSE	BODY PART AFFECTED	TYPE OF LAMENESS	TREATMENT
Puncture Wounds	Puncture from a sharp object	Sole or frog of the foot	Mixed	Provide drainage Disinfect
Ringbone	Arthritis Pulled ligaments Direct blows Wire cuts Conformation	Pastern joint	Swinging leg	
Sidebone	Calcification of ligaments	Pastern joint	Mixed	
Splint (fracture)	Direct blow Conformation	Splint bone	Swinging leg	Surgical removal of lower part of the splint bone
Splints	Direct blow Stress Conformation	Splint bone	Swinging leg	
Windpuffs	Stress	Fetlock		

## PSYCHOLOGY OF THE HORSE

### Objectives:

1. To understand how the instincts of the horse affect our safety.
2. To understand that the senses of the horse affects the way it views its surroundings.
3. To work around a horse, so that the horse knows where the handler is, even if they are not in sight.
4. To ride the horse so that it is able to see objects close to its feet.
5. To identify sight problems in horses, and treat the horse so the problem is controllable.
6. To move horses in and out of bright light safely.
7. To identify parts of the body that are sensitive to touch.
8. To use the touch sense of the horse when giving riding aids.
9. To list the ways a rider can use their body to cue the horse.
10. To identify things the horse will do that tell us how it feels.
11. To identify different skills the horse learns through its lifetime.
12. To define "smartness" of the horse.
13. To adjust the length of training sessions to the age and ability of the horse.
14. To list rewards that a horse can earn.
15. To identify ways of increasing the learning ability of the horse.

### Activities:

1. Have members offer their horse a small amount of unknown feed. Examples, carrots, apples, sugar, barley, wheat, alfalfa cubes, pellets, sweetfeed.
2. Have members offer their horse two different feeds. Report which feed the horse chose first.
3. At riding practices teach the horse simple skills first.
4. At practices and at home have the members' punish or reward their horses for all responses to aids.

## Main Points:

1. Understanding the way the horse relates to stimulus can help members get more enjoyment from their horse.
2. The way the horse behaves is affected by instincts, sight, hearing, smell, touch, and learning ability.
3. Instincts are ways the horse behaves without thinking.
4. Mixing groups of unrelated horses can cause problems because the leader of the group is not clearly established.
5. Shying or bolting from a strange object is a natural reaction for a horse. Because the horse is a herbivore (plant eater) its only defense is to outrun enemies. Also the eyesight of the horse does not lend itself to stopping and then deciding if it should be afraid. A fast escape is the only way to be safe.
6. Horses have a herd instinct. It gives them safety in numbers and companionship.
7. The pecking order of a herd can affect the safety of a person working in the area. This is a problem at feeding time.
8. Herd instinct is useful in horse sports such as horse racing and steeplechasing. The horse gets the feeling it is running free with the group. It can give the horse more courage than it usually has.
9. It is common for horses to have sight problems.
10. Because of the location of the eyes the horse can see around its body except for directly behind and just in front and below the muzzle.
11. The blindspots of a horse makes it possible for objects to look like they are popping in and out of view.
12. The height and angle that the head is held affects the distance the horse can see clearly.
13. Horses are able to see moving objects more clearly than stillness.
14. Horses hear the same sound frequency as we do, but their ability to hear is better.
15. Horses use smell as a way of recognizing each other, people and objects.
16. The mouth of the horse is sensitive to pain.
17. The feet, flanks, neck and shoulders are sensitive to pressure.
18. The touch sense can get tired it is used constantly without a meaning.

19. Leg aids, body weight shifts and reining all use "touch" contact with the body.
20. Preference for certain foods is learned.
21. The "smartness" of a horse is determined by how fast they learn.
22. The ability of the horse to learn is affected by its emotions. A nervous or shy horse has to overcome its fears in order to perform new skills.
23. Horses can apply their knowledge to perform a new skill.
24. Rewards for good behavior are taught when you train the horse.
25. When a horse is being trained, it learns faster when each response is punished or rewarded.
26. The attention span of the horse lengthens as the horse grows older.
27. In order for a horse to learn, skills need to be repeated frequently.
28. Once a skill is learned, the horse will remember it for a long time. This makes it important to have a skill learned correctly.
29. Every horse behaves differently.

Questions:

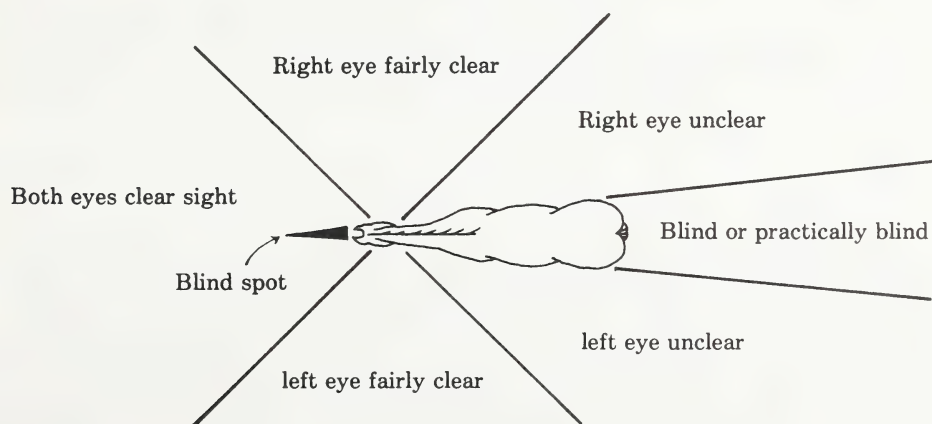
1. What do horses do when they are surprised?
2. How do horses act in a group?
3. How can you work in a group of horses so that you will be safe?
4. How far around its body can a horse see?
5. How does the position of the horse's head affect what it sees.
6. When a horse is coming up to a strange object, why will it tilt its head? (needs to focus the object)
7. What are some things that make horses "spook"?
8. How can you tell that your horse has better hearing than you have?
9. What is the first thing a horse does when it comes up to another horse, a person, or an object? Why? How do we use this principle when we are working around our horses?
10. How do riders use the "touch" sense of the horse?
11. Why will a horse become less sensitive to the aids the rider gives?



12. What can we learn about the mood of the horse by watching it?
13. What affects the learning ability of the horse?
14. Why are there some skills a horse can not be taught.

Worksheet Answers:

- A. Why reacting differently - Both horses are flinching at an expected movement (flight instinct). One horse is not frightened. The horse may be quieter, has had better training, or has more trust in its rider. If a horse sees sudden movement often they will not be afraid. The horses wouldn't have seen the rabbit until it moved because of the way their eyes focus on objects.
- A. Controlling Instincts - This is hard to do because these are things the horse does without thinking. It is easier to handle the horse so we can work with the horse safely.
- A. Lowering the Head - The horse is able to see objects that are close. This includes 1 meter (3-4 feet) in front of them, or where their front feet are.
- A. Raising the Head - This gives the horse good long distance vision up to  $\frac{1}{2}$  a kilometer ( $\frac{1}{4}$  mile) away. It also makes it possible to see objects further up from the ground.
- A. Blind Spots - Blind spots are both front and rear of the horse. Horses see most clearly when using both eyes looking ahead. Side vision is fairly clear.



- A. Ducking under the neck - Some horses will spook because they can see you with only one eye at a time. The horse will see you on one side, then you disappear, and come into view at a new place.

- A. Learning speed - Horses learn faster when they are rewarded for a correct response and punished for an incorrect response.
- A. Different Behavior - The horse may be sick, in a strange place, breeding season, mare with a foal, in a group of horses.
- A. Warnings - Usually the horse gives some hint to the rider before they shy. Some of these are; may stare at an object, ears pricked forward stiffly, nostrils dilate, may snort, stop suddenly, eyes roll.

## LONGING

### Objectives:

- 1. To teach the horse to longe in both directions.
- 2. To teach the horse verbal commands.
- 3. To teach the horse to balance itself.

### Activities:

- 1. Clinics or workshop to teach members to longe their horses.
- 2. To demonstrate how to start a horse on a longe-line.
- 3. For members to work their horses at home.

### Main Points:

- 1. Many trained horses do not respond well to body aids from their riders.
- 2. Longing is used to teach a horse verbal commands. These commands can be used with body cues when the member is riding.
- 3. Many horses do not travel at a steady speed. Longing can be used to help the horse learn to keep a steady rhythm.
- 4. Longing can be used to teach the horse to balance its body.
- 5. Longing increases the lateral bend of the body of the horse by encouraging it to bend its body to the circle.
- 6. When longing, the handler must be in complete control of the horse. This affects the equipment used. A longing cavesson is preferred, but unless they are available at a reasonable cost (nylon web construction), members should not be expected to use them. This is why alternate methods of control have been suggested. A chain around all, or part of the muzzle is effective. It is useful in teaching a horse to stop, and does not require strength on the part of the handler. The chain also keeps the horse from drifting away from the handler before they learn how to travel in a circle.
- 7. The success with longing a horse is affected by the handler. Changes of gait need to be stated as an order, not a request (do it if you want), and reinforced with the whip. Members should work toward a quick response from the horse.

8. Downward transitions in speed should be reinforced with a series of quick jerks on the line until the horse has slowed to the desired speed.
9. The longe-line is a good place to teach a horse to canter or lope correctly. When starting horses, most will travel too quickly. Most will learn to slow down with a few reminders from the chain. Another problem that can be corrected is crossfiring". It makes riding extremely uncomfortable. Although most horses start on the same lead, front and back, they will change leads in the back as they travel. Give the line a jerk and bring the horse back to a trot. As you do this say "wrong" or "trot" to tell the horse it has made a mistake. Ask the horse to pick up the lope or canter again. Correct the horse every time the mistake is made. The same verbal cue should be used when you need to correct the horse as you ride.

#### Questions:

1. What is longeing?
2. Why do we want to longe a horse?
3. What equipment do you need when you longe a horse?
4. How are horses cued on a longe line?

#### RIDING

##### Objectives:

1. To improve riding skills practiced in Level I.
2. To learn and use terms used in riding to help members.
3. To recognize a horse moving in a collected or uncollected manner.
4. To provide activities as practices that contribute to the skills of the horse and rider.

##### Activities:

1. Group practices.
2. Attend and participate in clinics in your Region for 4-H members.
3. Attend and participate in clinics put on by breed associations and trainers.
4. Attend riding clinics.
5. View films available.

##### Main Points:

1. Review Level I. Continue to instruct on riding principles.
2. Lateral flexion is needed when the horse is circling and turning. A horse has little or no lateral bend behind the withers will have more problems doing these activities.

3. Longitudinal flex is the ability of the horse to round its spine upward. Some horses do not do this naturally so training is difficult.
4. A horse that has only been pleasure ridden will have more problems learning to collect. Horses with heavy conformation in the front end, short necked, straight necked or high at the croup are more difficult to teach to collect. Do not expect each horse and rider to reach the same quality of collection.
5. Impulsion can be compared to the spring in the gait of the horse. This is what is meant when "action" is discussed. The movement can be up and down or the length of stride. With good impulsion there is more exaggerated knee, hock, and pasture movement. Impulsion can be improved while members work their horses by increasing the leg pressure on the horse but limiting the forward speed. Some horses never will have action that is "eye-catching", but they can improve. The effort should be made because the horse is more of a pleasure to ride. The impact of each hoof as it hits the ground is softer.
6. Until you are used to watching the diagonal the rider is on, you may have a problem correcting them.
7. Get more particular about some riding faults such as;
  - posting, using the ball of the foot to lift the body. As impulsion increases the rider should be lifted by the action of the horse.
  - posting from the knee. Members doing this usually have their lower leg come out of position, and the ankle is stiff.
  - slouching. Often caused by members who look down as they ride.

Many of the other posture problems are helped by exercises listed in your manual. As you correct member problems do remember to praise them for things they are doing well (or show improvement with).

8. Remember that a horse that has worked incorrectly for years can be slower to train than a young horse started correctly.
9. During transitions a horse should not;
  - wring its tail
  - open its mouth
  - shake its head
  - travel with its hindquarters inside or outside a line parallel to the front legs
  - bob the head
10. Emphasize the importance of maintaining a steady speed at each gait.

#### Questions:

1. How can a horse flex or bend its body?
2. Why do we need to ask a horse to flex its body?



3. What activities does a horse need to be flexible for?
4. What is collection?
5. What is impulsion?
6. What is another name for impulsion?
7. How can you increase the impulsion of your horse?
8. What are transitions?
9. How does a horse carry its head when it is above the bit?
10. How does a horse carry its head when it is behind the bit?
11. Why do we want to work a horse that is accepting the bit, or on the bit?
12. What is the difference between a lope and a canter?
13. What can you teach your horse on a longe-line?
14. How can working the horse on a longe-line help you when you ride?

Worksheet Answers:

- A. Lateral flexion is the ability of the horse to bend from nose to tail.
- A. Longitudinal flexion is the ability of the horse to bend its spine upward or downward from the nose to tail.
- A. When a horse is collected its center of balance is shifted toward the hindquarters. This moves the hocks further under the body and increases their action.
- A. Impulsion is a combination of alertness and the quality of leg action.
- A. A transition is a change of speed either upward or downward.
- A.
  1. on the bit
  2. behind the bit
  3. above the bit
  4. accepting the bit

RIDING (PRACTICAL)

Objectives:

1. To have safe club riding practices and activities.
2. To provide riding instruction for club members.
3. To provide club members with activities that will improve their riding skills, while keeping them interested.

### Activities:

1. Riding practices
2. Trail rides
3. Games

### Main Points:

1. Level I will stress improving the ability and confidence level of the members.
2. Before starting a practice, check over the equipment of each member. Check the bridle to see that the bit fits properly and sits properly in the mouth. The bit needs to be wide enough for the mouth. The headstall should be adjusted so that the bit pulls on the corners of the lips to produce a slight wrinkle above the bit (the horse smiles).

The saddle should have a blanket or pad under it. The center of the cinch should be centered under the horse. If this isn't even, the rings may irritate the horse. Check the cinch to see that it is safely tied or buckled tightly enough.

Look at the other equipment the rider is using on the horse. Standing martingales (tie-downs) should not be needed. If they are, the rider likely using too severe a bit. A running martingale should not be used with a snaffle bit. Using it with a more severe bit (curb type) can damage the mouth of the horse.

Spurs should be discouraged. If the horse must be encouraged to move forward have the member use a riding crop. When spurs are used, the horse will wait for the spur, not leg pressure. The horse will tend to jump forward at the cue, then must be slowed down with the reins. Since many members ride with their toes out, the horse may be accidentally spurred until the foot position improves.

### Acceptable equipment:

- standing martingale with a snaffle bit (ring type of cheekpiece)
- running martingale with a snaffle bit (ring type of cheekpiece)
- side reins with a snaffle bit (ring type of cheekpiece)
- caresson or drop noseband to keep the mouth closed (do not use wire)
- splint boots, bell boots
- split reins, roman reins (single rein for practices only)
- English saddle, may use break-away stirrup (for practices, showing in Western classes, a Western saddle must be used)
- bosal for practices if leader has experience
- breast collar and breast plates for practices

### Unacceptable equipment (not recommended):

- bits - spade, long shank jointed bit (snaffle), bit with a high port, chain bits, gag bits
- wire nose band
- draw reins
- spurs (unless necessary)

- martingale or tie down or side reins attached to any bit except a snaffle bit (ring type cheekpiece)
  - flank girth (rear girth)
  - mechanical hackamore unless the leader has experience using this.
3. When the members are mounted check the stirrups and adjust them as you find it necessary. The bottom of the stirrup should touch the ankle bone of the rider.
  4. Exercises for riders to improve their position are;
    - a. Windmills - Rotate each arm alternately in a backward motion 10 times. This exercise loosens shoulders and shoulder blades.
    - b. Body Twisting - Riders cross their arms across their chest. Rotate at the waist first to the left, then to the right, trying to touch their toes with the opposite hand.
    - c. Knee Swings - With the legs in the correct position, heels, down, bring one leg and then the other as far back and forward as possible.
    - d. Ankle Rotation - With the legs in the correct position, make small circles with your toes first in one direction and then the other to loosen and relax the ankle.
    - e. Leg Lifts (a) Take the lower leg as far away from the horse's side as possible...heel first and (b) take the whole leg as far from the horse's side as possible. Do this exercise with both legs.
    - f. Riding without stirrups - Riders take their feet out of the stirrup and let them hang naturally with their heels down. Rider's should not wrap their lower leg around the barrel of the horse for grip.
    - g. Riding standing in the stirrups - This is done during the lesson when the horses are working at a trot. It forces the heels down, and strengthens leg muscles. The seat of the rider will stick out. The horse will stride forward more freely because the weight is off of its back. Do not ask riders to do this for more than a couple of minutes to start with.
  5. Games on horseback are for control. They can be used for warm-up or cool-down for the horses and riders.
  6. Members will also need to work at keeping the horse at a steady speed when they are riding.
  7. Things for you and the members to watch for in the horse.
    - a. Incorrect performance of gaits; trotting in the front while walking behind, cantering in the front while trotting behind. Increase leg pressure to collect the horse.

- b. Wringing the tail when cued. Use a verbal cue, then the leg aid quietly.
  - c. Resisting the bit. This can mean in front of the bit, over the bit and behind the bit. When the horse is over or behind the bit the reins should be released slightly and the rider increase leg pressure to force the horse forward on to the bit. In front of the bit requires shortening the reins (running martingale used) and using leg pressure to move the horse forward.
  - d. Travelling heavy on the forehand. This is a common problem for horses that haven't been taught to balance early in the training. It is also more common in horses with some Quarter Horse breeding because their muscular front end is heavier to carry. Some horses are also lower at the withers than the croup. These horses will always travel heavier in the front. Shifting the rider's balance back slightly will help with most horses.
  - e. Uncollected. As you watch the horse travelling the hocks of the horse do not stay under the body of the horse. This will take considerable work to correct. Work on the longe-line and ride circles with the head free and held in position.
8. Watch the members for:
- a. Head up and the member looking where they are going.
  - b. Shoulders even. You may occasionally ask the members to ride directly toward you to check this, evenness in the saddle and stirrup levelness.
  - c. Arm and hand held correctly. The rein hand(s) should be bent from the elbow with the upper arm hanging straight at the riders side. The rider's wrist is held vertically with the hand firmly curled around the reins. The rein should be held in place firmly by the thumb.
  - d. Reins should be hung on the correct side, split reins to the left over the hand, romel reins go to the right over the hand. Split reins hang free. Romel reins are held in the right hand 18" from the rein hand. The right hand may hang straight at the rider's side or on their upper leg.
  - e. Legs. The heels should be down with the toe of the boot visible in front of the knee.
  - f. Seat. The rider should not be sitting back with their seat right against the cantle (gives the rider a round or sway back).
  - g. The rider should be sitting quietly in the saddle and be relaxed. This helps the horse work by not confusing it with weight shifts and bumping with the legs or the hands bumping the bit. The horse can learn to jog more easily if the rider sits heavily in the saddle instead of using the reins.



9. If the horse has a balance problem, have the rider ride with two hands. For control younger riders may prefer this. Be sure members understand that many trainers work horses this way during most of the training, but when they are showing they use one hand.
10. Do not push your horses or riders along too quickly. Work at a walk and trot until your members are working confidently at those gaits and the rhythm of the horse is even. You may choose to do small group or individual work during a practice. Warm-up and general riding can be done with the whole group.

#### EXERCISES FOR LATERAL FLEXION

1. Riding in circles. Good for English horses or Western horses.
2. Riding a serpentine pattern.
3. Circling on the rail (4 meters, 15 feet).
4. Change of direction on the rail.

#### LONGITUDINAL FLEXION - BACKING

A large amount of work you do, already relates to bending the body of the horse over its topline. Once riders ask the horse to back, this flexion is lost.

To practice backing, have your members work one at a time. Stop the horse on the rail and back it to the exit at the end of the practice.

Have the rider;

1. Keep the horse on the bit. This is identical to the headset for forward movement.
2. Have the rider give and release with the reins with each step the horse takes. The rider should be keeping leg pressure on the horse to indicate that movement is required.

Common problems in backing are;

1. The horse will only go three steps. Force the horse to continue backing. As a leader you may need to stand in front of the horse and tap it on the front knees with a crop or whip to force it back.
2. Incorrect foot order. Diagonal legs must be used or the horse will not be able to back up. A riding crop on the front knees can be used again. The horse will go too fast when this is done for a few steps, but will back at a slower pace after the leg sequence is learned.

3. Turning to avoid the reins is common even when the reins are even. Have the rider jerk the horse back into position while using the inside leg (or outside depending on the direction the horse turned) firmly at the girth. Depending on how severe the problem is, the rider may need to dismount and discipline the horse before they continue backing. The horse may be backed all or part way to the exit, then mounted and backed.
4. Backing up at an angle. The horse is not striding back evenly. If the reins are even, apply leg pressure on the side the horse is angling toward (with its hindquarters).

#### IMPROVING NECK REINING

To improve neck reining have the members; lift their rein hand slightly, bump the horse with the outside leg then move the outside rein against the neck.

1. As an exercise set two markers along the rail 20 feet from an end, one on each side of the arena. Have the riders ride the arch at the end (walk) so that they are facing the marker at an angle. The rider should shorten the reins, then bump with the inside leg and ask the horse to neck rein toward the rail. Then the horse will walk to the other marker. If a horse is not balanced, with its legs under the body when it stops, have the member back the horse one or two steps before cueing for the change of direction.
2. Circling at a walk, trot, or lope is similar to the direction change. The reins are lifted and the horse is bumped with the riders outside leg at each quarter of the circle where the reins are used.

#### VIRGINIA REEL

Uses: Control and use of leg pressure.

1. Divide the riders into two groups.
2. Have the two groups line up side on each of the arena.
3. Ride the horses forward, then back them to their original line.
4. Rider to the center, partners take turns walking in a circle around each other (Tell them to circle left in some turns right in others). Riders go back to starting position in two lines.
5. Name the pair of riders at one end of the lines the head couple. Ask them to walk to the center, the horses in toward the arena and trot down the center of the arena. At the end they separate and take their places at the end of the rows.
6. The other members follow the same pattern and walk behind them and form new lines.
7. Do this until each pair of members has had a turn as head couple.

# HOW TO ORDER AUDIO-VISUAL MATERIALS

1. All requests should be sent to:

Film Library, Communications Branch  
Agriculture Building, 7000 - 113 Street  
Edmonton, Alberta T6H 5T6

2. All films must be ordered by memo or letter. No phone orders or phone enquiries on film availability will be accepted.
3. Films must be booked at least 2 weeks in advance and not more than 3 months in advance.
4. Except for special circumstances, films should not be booked for more than 1 week at a time.
5. Only requests with specific viewing dates will be filled.
6. All films should be checked immediately on receipt. If damage occurs, do not attempt to repair, but loop film around reel and report the damage to the Film Library.
7. Films should be rewound after the final showing. All films, slide sets and video tapes should be returned in their proper containers.

## SUGGESTED AUDIO-VISUAL MATERIALS

### LEVEL II

460-47-1 SSK

#### BITS AND BITING

Bits are an integral part of the communication system between man and horse. A variety of bits, their usefulness and limitations are examined in "Bits and Biting".

75 slides      Script      1973      Cornell University

460-47 SSK

#### PRE-BIT HACKAMORE TRAINING

A hackamore is a 'halter-like' training device used to control the horse from the saddle. Equipment, placement, and techniques of the hackamore are all explained in this set.

39 slides      Script      1973      Ralston Purina Company & U.S.  
National 4-H Service Committee

469 SSK

SADDLE SELECTION

One of the first things most people buy after acquiring a horse is a saddle. Since a saddle is a major investment, its selection and purchase require much deliberation and knowledge. This presentation gives good guidelines to follow when selecting a saddle.

54 slides	Script	1973	Ralston Purina Company & U.S. National 4-H Service Committee
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460/20-1

VISUAL DEFECTS RELATED TO UNSOUNDNESS

This film clearly illustrates graphically and by example, common types and causes of unsoundnesses in horses. The film will help horsemen be more knowledgeable and observant in visually appraising horses.

Color	27 minutes	1973	American Horse Show Association NOT CLEARED FOR TELEVISION
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460 A & B SK

HORSE JUDGING

Points out some of the fundamental conformation differences between horses used in New York classes as well as some scoring techniques used over a seven year period.

60 slides	Script	1973	Ithaca, New York
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460-5 SSK

PRACTICAL HORSE PSYCHOLOGY

Every time a human catches and uses a horse, he applies psychology. This kit shows that the handler must recognize conditions that are likely to produce co-operation or resistance and be able to handle situations that result from them.

57 slides	Script	1973	Ralston Purina Company & U.S. National 4-H Service Committee
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460/90-4

BASIC HORSE TRAINING

Bill Collins, a well-known horse trainer from Cochrane, Alberta, demonstrates the proper techniques of training a pleasure horse. This is an excellent film for 4-H Horse Clubs and other individuals or groups interested in training riding horses.

Color	15 minutes	1981	Douglas Film Group CLEARED FOR TELEVISION
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460-26 SSK

BASIC PRINCIPLES OF FOOT CARE AND COLD SHOEING

The old adage "no foot, no horse", is as true as it ever was. Nearly all permanent incapacitations to the horse are caused by lameness in the feet and legs. This slide set shows what to look for and also how to cold shoe a horse.

73 slides	Script	1973	Ralston Purina Company & U.S. National 4-H Service Committee
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460

NO HOOF - NO HORSE

The importance of having horses kept under today's confined condition, checked regularly for sound hoof care is emphasized. Persons receive specialized training to become qualified farriers to do this job.

Color	19 minutes	1972	Alberta Department of Agriculture in co-operation with Olds College and the Alberta Light Horse Advisory
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461

COMMON HOOF PROBLEMS

Anatomy and physiology of the hoof is covered in this film and thirteen common hoof problems are shown and discussed. Interior views of the disease in addition to exterior symptoms are shown. Anatomy and physiology is simplified by means of animation. The purpose of this film is to teach the viewer to recognize common hoof problems and how to deal with them.

Color	21 minutes	1972	Cambridge Films, California NOT CLEARED FOR TELEVISION
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461-1

CORRECTIVE SHOEING

This film brings you ground level close-ups in slow motion of common gait defects - before and after correction. Improper foot axis, toe-in paddling, toe-out winging, interfering, cow-hocks, bow legs, forging and cross-firing. The cause of each defective gait is explained. Then, at the forge, a farrier creates a special shoe for each of the problems. In slow motion you will see the results of the corrections.

Color	21 minutes	1972	Cambridge Films, California NOT CLEARED FOR TELEVISION
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461-2

MY HORSE IS LAME: WHERE AND WHY?

This exceptional film graphically demonstrates how to identify where the horse is lame, as well as what to look for to determine why he is lame. It explains various tests for lameness and the difference between swinging-leg and supporting-leg lameness; giving guidelines as to identification, location and causes of common lameless problems. It also stresses understanding the horse through his reaction including hints that will help you avoid the most common causes of lameness.

Color	14 minutes	1973	Equestrian Film Library, California NOT CLEARED FOR TELEVISION
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420-20 SSK

HEALTH HINTS FOR YOUR HORSE

When spring approaches, the urge to get out and and ride increases, but unless your horse is in condition, you may be disappointed. This kit covers a wide range of health problems your horse could be prevented from getting.

61 slides	script	1973	Ralston Purina Company & U.S. National 4-H Service Committee
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LONGE LINE TRAINING\*\*\*

Longe line work is of value for both the young horse, and the trained horse. Different methods, and equipment are discussed.

45 slides	script		Ralston Purina Company & U.S. National 4-H Council
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MARTINGALES, TIE DOWNS AND DRAW REINS\*\*\*\*

Information on training equipment used to develop headset. Pros and cons of the use of each item is included, with information on how each piece of equipment works.

50 slides	script		Ralston Purina Company & U.S. National 4-H Council
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\* Slide series by Ralston Purina Company and the U.S. National 4-H Council are also available from the 4-H Head Office.

\*\*\* Only available from the 4-H Head Office.

GENERAL INTEREST

460/48-3

GRAND PRIX DRESSAGE (OLYMPIC GAMES - MUNICH (1972))

The classical environment of Nymphenburg Castle with its ornamental lake, gardens, architecture, and beautiful paintings is the perfect setting for the Grand Prix Dressage Competition of the 1972 Olympic Games.

Color	30 minutes	1973	Town and Country Productions NOT CLEARED FOR TELEVISION
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462-47

HOLIDAY ON HORSEBACK

This film illustrates the beautiful scenery and wholesome activities that take place on a horse pack-trip holiday in the Banff National Park.

Color	6 minutes	1981	Warner & MacKenzie Guiding & Outfitting NOT CLEARED FOR TELEVISION
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463

THIS IS HARNESS RACING

Excellent photography is slow motion show side and front views of pacers and trotters. The viewer gets a clear explanation of the different gaits. It ends with an actual race filmed from the drivers seat.

Color	15 minutes	1976	United States Trotting Horse Association NOT CLEARED FOR TELEVISION
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Films are also available from many of the breed associations.

# METRIC CONVERSION TABLE

Approximate Conversion to  
Metric Measures

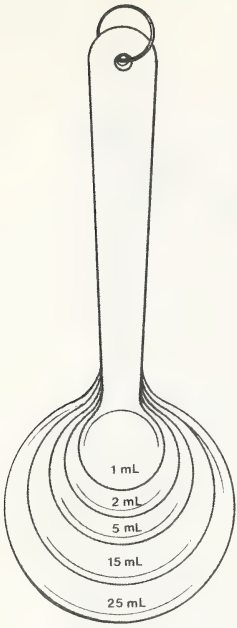
SYMBOL	WHEN YOU KNOW	MULTIPLY BY	TO FIND	SYMBOL	BASE UNIT
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## MASS (weight)

oz.	ounces	28.349	grams	g	
lb.	pounds	0.454	kilograms	kg	
ton	short tons (2000 lbs)	0.907	tonnes	t	gram
g	grams	0.035	ounces	oz.	
t	tonnes (1000 kg)	1.102	short tons	ton	

## VOLUME

tsp.	teaspoons	5	millilitres	mL	
tbsp.	tablespoons	15	millilitres	mL	
fl.oz.	fluid ounces	28.413	millilitres	mL	
pt.	pints	0.568	litres	L	
qt.	quarts	1.137	litres	L	
gal.	gallons	4.546	litres	L	litres
bu.	bushels	36.370	litres	L	
mL	millilitres	0.035	fluid ounces	fl.oz.	
L	litres	1.760	pints	pt.	
L	litres	0.880	quarts	qt.	
L	litres	0.220	gallons	gal.	
L	litres	0.027	bushels	bu.	



METRIC MEASURES ARE  
AVAILABLE IN THESE SIZES

250 mL replaces 1 cup  
500 mL replaces 2 cups

## LENGTH

in.	inches	2.540	centimetres	cm	
ft.	feet	0.305	metres	m	
yd.	yards	0.914	metres	m	
mi.	miles	1.609	kilometres	km	
mm	millimetres	0.0394	inches	in.	metre

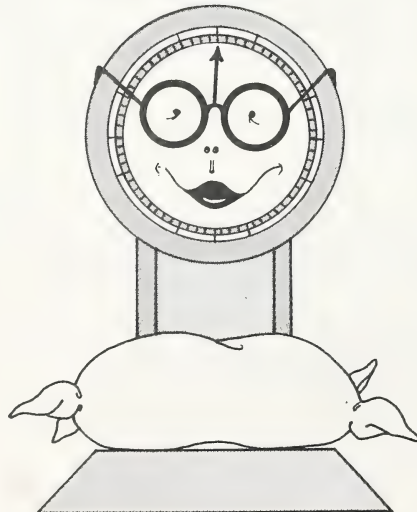
cm	centimetres	0.394	inches	in.	
m	metres	3.281	feet	ft.	
m	metres	1.094	yards	yd.	
km	kilometres	0.621	miles	mi.	

## ENERGY

kcal	kilocalorie	4.186	kilojoules	kJ	joule
kJ	kilojoules	0.239	kilocalories	kcal	



MUNSTER METRE  
MEASURES LENGTH



SAM KILOGRAM  
MEASURES WEIGHT



LILY LITRE  
MEASURES VOLUME

# METRIC MULTIPLES AND PREFIXES TABLE

## Multiplying Factor

$1,000,000 = 10^6$   
 $1,000 = 10^3$   
 $100 = 10^2$   
 $10 = 10^1$   
 (Base Unit)  $1 = 10^0$   
 $0.1 = 10^{-1}$   
 $0.01 = 10^{-2}$   
 $0.001 = 10^{-3}$   
 $0.000,001$

## Prefix

mega (meg a)  
 kilo (kil o)  
 hecto (hek to)  
 deka (dek a)  
 deci (des i)  
 centi (sen ti)  
 milli (mil i)  
 micro (mi kro)

## Symbol

M  
 k  
 h  
 da  
 d  
 c  
 m  
 $\mu$

(These prefixes may be applied to all metric base units.

Example: Base Unit = litre

Add kilo to litre (symbol kL) = kilolitre. The multiplying factor is 1000. This means a kilolitre equals 1000 litres.)



100  
90  
80  
70  
60  
50  
40  
30  
20  
10  
0  
-10  
-20  
-30  
-40

WATER BOILS  
(100°C)

HEAT WAVE (40°C)  
NORMAL BODY  
TEMPERATURE (37°C)

NORMAL ROOM  
TEMPERATURE (21°C)

REFRIGERATOR TEMP-  
ERATURE (4°C)  
WATER FREEZES (0°C)

LET'S SKATE ON THE  
POND (-10°C)

FREEZER TEMPERATURE (-18°C)

POSSIBLE CAR  
BATTERY TROUBLE (-30°C)

TOM THERMOMETER MEASURES  
TEMPERATURE IN DEGREES CELSIUS (°C)

TEMPERATURE: °F = 9/5 + 32  
°C = 5/9 - 32

## OVEN TEMPERATURES:

	°C	°F
Very low	120-135	250-275
low	150-165	300-325
Moderate	175-190	350-375
Hot	200-220	400-425
Very Hot	230-245	450-475
Near boil	245-290	475-500

## ADDITIONAL METRIC INFORMATION

from:

Metric Branch  
 Alberta Government Services  
 12th Floor, Park Square  
 10001 Bellamy Hill  
 Edmonton, Alberta T5J 3C1

Metric Commission Canada  
 Box 4000  
 Ottawa, Ontario

Information Division  
 Canada Department of Agriculture  
 Ottawa, Ontario K1A 0C7

District Extension Office  
 OR

Publications Office  
 Alberta Agriculture  
 9718 - 107 Street  
 Edmonton, Alberta T5K 2C8



# PROJECT EVALUATION

In order to keep meeting your needs in the 4-H program, we would like your assistance in completing this evaluation form. Make your suggestions on this sheet as you use this book. After the project has been completed, mail this form to:

Project Evaluation  
4-H Branch  
Alberta Agriculture  
7000 - 113 Street  
Edmonton, Alberta  
T6H 5T6

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

(use another page if required)





N.L.C. - B.N.C.



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**Alberta**  
AGRICULTURE  
4-H BRANCH